

Frequently Asked Questions (and Answers) for No Child Left Behind (NCLB)

Adequate Yearly Progress (AYP)

1. What is Adequate Yearly Progress?

Adequate Yearly Progress is a series of annual objectives that, if met every year, would allow ALL children to be at proficient or above in communication arts and math by 2014.

2. How were starting points for AYP determined?

The law provides a formula for states to use in determining starting points for communication arts and math. The formula requires that each state, using 2001-2002 assessment data, determine the starting point based on the higher of: (1) the percentage of students at the proficient level who are in the state's lowest-achieving group of students; or (2) the school at the 20th percentile in the based on enrollment, among all schools ranked by percentage of students at proficient or above.

In Missouri, buildings at the 20th percentile for enrollment were higher performing in both communication arts and math than the lowest-performing subgroups. The starting point for communication arts was 18.4 percent. The starting point for math was 8.3 percent. The law requires the same starting points for all subgroups. Missouri determined to use the same starting points for elementary, middle/junior high, and high schools.

3. What subgroups are included in AYP?

In addition to the group of ALL children, the following subgroups are included in AYP:

Asian	Individualized Education Plan (IEP)
Hispanic	Limited English Proficient (LEP)
Black	Other
American Indian	Free/Reduced Lunch
Pacific Islander	
White	

4. How large must a subgroup be to be included in AYP?

All children must be assessed on the Missouri Assessment Program (MAP). However, only those subgroups that are at least 30 in size must be included in AYP calculations.

5. When does a building not make AYP?

A building does not make AYP if the group of ALL students or any one of the subgroups does not meet the annual objective. In addition, if the group of ALL students or any of the subgroups does not meet the AYP requirement of 95 percent participation, that group and, therefore, the building does not meet AYP.

School Improvement

6. When does a building go into “school improvement” status?

A building goes into school improvement if it does not meet the AYP annual objective for two consecutive years in the same subject area.

7. What happens when a building goes into school improvement?

The first year in school improvement, a building must revise its comprehensive school improvement plans to include strategies that respond to the reason(s) the building did not make AYP. In addition, it must offer school choice if there is at least one other building with the same grade levels in the district that did not make AYP.

8. What happens if more students request school choice than there are slots available in the building(s) that made AYP?

In that case, the priority for school choice goes to the lowest-performing children who are on free/reduced lunch.

9. How long does a building stay in school improvement?

Two years.

10. What happens during the second year in school improvement?

The building:

- Continues to implement its school improvement plan,
- Continues to implement school choice (if possible), and
- Offers supplemental services to low-performing students (using up to 20 percent of its Title I funds for transportation and supplemental services).

11. What are supplemental services?

Supplemental services are tutoring in communication arts/reading or math offered outside of school time. The Department of Elementary and Secondary Education (DESE) must approve supplemental service providers. Parents may choose from the available supplemental service providers. The Department publishes a list of approved providers.

12. How does a building get out of school improvement?

If a building makes AYP in communication arts and math for two consecutive years after entering school improvement, it is no longer in school improvement. If it does not make AYP for each of those two years, the building goes into “corrective action” status.

Corrective Action

13. What happens when a building goes into corrective action?

The building must continue to offer school choice (if possible), supplemental services, and implement its school improvement plan. The district must also implement one of the following for each building in corrective action:

- Implement a new curriculum, including appropriate professional development.
- Appoint an outside consultant to advise the school in making progress toward AYP, based on its school improvement plan.
- Extend the school year or school day.

Additional Assessments

14. What are the requirements for additional assessments under NCLB?

The state must have assessments in every grade 3-8 in communication arts and math and once in grades 9-12. These assessments must be available by the spring of 2006. Science assessments must be available for elementary, middle/junior high, and high school grade spans by 2008. Our MAP science assessments already meet the requirements of NCLB.

Highly Qualified Teachers

15. What are the NCLB criteria for teachers to be considered highly qualified?

- Bachelor's degree
- Full state certification
- Demonstrated content expertise, determined by passing a rigorous state academic subject test, an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certificate or credential

16. How do these criteria apply in Missouri?

The general qualifications for certification are identical for all teaching certificates, except for some areas of vocational education. They are:

A baccalaureate degree from a college/university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education (these programs are required to be aligned with Missouri's content and performance standards) or from a college/university having a teacher education program approved by the state education agency in states other than Missouri.*

A recommendation for certification from the designated official for teacher education in the college/university where the program was completed.

An overall grade point average of 2.5 on a 4.0 scale with no grade lower than a C in professional education courses. A 2.5 average is also required for each additional area of endorsement or certificate subject area.

Completion of the Praxis II Specialty Area Test in the major area with a score equal to the Missouri qualifying score.*

Completion of all general education, professional, and subject-area requirements.

Completion of a background check.

*Meet the requirements of "Highly Qualified" when added to appropriate certification.

NOTE: Provisional and Temporary meet the criteria of highly qualified as alternative routes to certification if they lead to full certification in three years.

High-Quality Professional Development

17. What is Missouri's definition of High-Quality Professional Development?

See next page.

For more NCLB questions and answers, see DESE's web site:
<http://dese.mo.gov/divimprove/nclb/QandA.html>

Teacher's Name _____ Date ____ - ____ - ____ Administrator's Initials _____ Date ____ - ____ - ____

Survey of Teachers - High-Quality Professional Development

To be considered high-quality professional development, the fully-implemented **combined, ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III. Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development. All completed activities in the plan must be aligned to a goal of the district or building CSIP.

Instructions: Reflect on your fully-implemented district, building, and/or personal professional development plan(s) for the past school year. Check each criterion met by your fully-implemented plan(s). Forward your completed survey to the appropriate person in your building or district.

Part I: High-quality professional development:

- ☐ actively engages teachers, over time.
- ☐ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- ☐ is directly linked to district and building school improvement plans.
- ☐ is developed with extensive participation of teachers, parents, principals, and other administrators.
 - * Parent participation may be at the CSIP level.
- ☐ provides time and other resources for learning, practice, and follow-up.
- ☐ is supported by district and building leadership.
- ☐ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- ☐ study groups.
- ☐ grade-level collaboration and work.
- ☐ content-area collaboration and work.
- ☐ specialization-area collaboration and work.
- ☐ action research and sharing of findings.
- ☐ modeling.
- ☐ peer coaching.
- ☐ vertical teaming.
- ☐ other _____

Part III: Topics for high-quality professional development may include:

- ☐ content knowledge related to standards and classroom instruction.
- ☐ instructional strategies related to content being taught in the classroom.
- ☐ improving classroom management skills.
- ☐ a combination of content knowledge and content-specific teaching skills.
- ☐ the integration of academic and vocational education.
- ☐ research-based instructional strategies.
- ☐ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- ☐ strategies to assist teachers in creating and using classroom assessments.
- ☐ instruction in the use of data to inform classroom practice.
- ☐ instruction in methods of teaching children with special needs.
- ☐ instruction in linking secondary and post-secondary education.
- ☐ involving families and other stakeholders in improving the learning of all students.
- ☐ strategies for integrating technology into instruction.
- ☐ research and strategies for the education and care of preschool children.
- ☐ research and strategies for closing achievement gaps between diverse groups of students.
- ☐ other _____